Enclosure 7
October 6, 2011

RI's EDUCATOR EVALUATION MODEL

Introduction to Student Learning

Rhode Island Board of Regents Presentation

October 2011

RIDE.ri.gov

To ensure the most accurate and complete understanding of each teacher's performance and development needs, the RI Model will assess teacher performance using three primary components.

Component	Description
Student Learning Outcomes	Student Learning will be measured in two ways: 1. Student growth as indicated by an applied growth model, where available; and 2. Student mastery of rigorous academic goals and standards, based upon a variety of summative assessments and measured through a goal attainment process.
Professional Practice	The extent to which a teacher executes a set of core competencies, through observations of teacher and student actions and document reviews. Professional practice competencies will be clearly mapped on a performance rubric by performance level.
Professional Responsibilities	The extent to which a teacher exhibits non-skill and knowledge based actions and attitudes that reflect a clearly defined set of professional responsibilities.

Individual ratings for each of these components will be combined to produce a final rating based on the following 4-point scale:

Gradual vs. Full Implementation for Teachers

Component	Gradual Implementation	Full Implementation
Student Learning Objectives	At least 2 set by October 2011	2-4 (per teacher)
RI Growth Model Rating	Not applicable in SY 2011-12	Median SGP assigned in SY 2012-2013
Final Effectiveness Rating	Aggregate ratings will be collected in 2011-2012 but used for development purposes only	Evaluators will combine Professional Practice, Professional Responsibilities, and Student Learning ratings to calculate a summative rating

How to *accurately* and *fairly* measure student learning?

- ✓ State assessments provide one measure of student learning.
- ✓ The evaluation system relies on multiple measures of student learning.
- ✓ Both commercial and locally-developed assessments provide valuable information about student learning.
- ✓ Teachers and administrators are well-equipped to identify what students need and how to measure their learning.

Measuring Student Learning

n/a in 2011-2012

Student Learning Objectives

✓Long-term, measureable academic goals

✓Apply to all educators

✓Aligned to standards and district and school priorities

✓May be measured with diverse sources of evidence (commercial assessments, common end-of-course assessments, portfolios, etc.)

RI Growth Model

- ✓ Applies to teachers in tested grades (3-7) and subject areas (ELA and mathematics).
- ✓ Requires at least two years of NECAP data.
- ✓ Calculates whether a student (or a group of students) made low, typical, or high growth, as compared to their academic peers.

Student Learning Objectives

A Student Learning Objective is a long term, measureable academic goal.

Student Learning Objectives consist of **content standards, evidence, and targets:**

- ✓ The **content standards** can be CCSS, GSEs/GLEs, or other national standards.
- ✓ The **evidence** is the assessment(s) used to measure student progress/mastery
- ✓ The **target** is the numerical goal for student progress/mastery, based on available prior data.

Progress or Mastery

Student Learning Objectives based on **progress** require students to make a certain amount of progress from a baseline measure toward a benchmark of performance.

Objectives based on **mastery** require students to demonstrate a particular level of skill and knowledge in that content area, regardless of baseline measures.

EXAMPLE: AP Calculus (mastery)

Statement of objective: *All students will demonstrate proficiency on AP Calculus course standards.*

Evidence: *Because the current AP exam results will not be available until July, my evidence source will be a recently-released AP exam provided by the College Board, administered as the students' final exam. Performance on this exam should be predictive of performance on the actual AP exam.*

Target: *Based on the performance of last year's students and the data on my incoming students, I expect 100% of students to earn at least 54 points out of a possible 108 points (corresponds to between a 3/5 and 4/5 overall AP score).*

Vertical Alignment

District-Level Priority

By 2015, all middle school student subgroups will demonstrate proficiency rates at least 5% above state averages for their subgroup on the NECAP mathematics assessment.

School-Level objective

All student subgroups will increase the percent proficient on common end-of-course mathematics assessments by at least 5%, as compared to the previous year.

Course-Level objective

At least 80% of students in each subgroup will demonstrate proficiency on the 7th grade end-of-course mathematics assessment.

Approving Student Learning Objectives

When approving SLOs, you are primarily looking at:

1. **Priority of Content**
2. **Quality of Evidence**
3. **Rigor of Target**

Priority of Content

- Is it **aligned** to standards, important curriculum targets, and/or school and district priorities?
- Is it broad enough that it captures the **major content** of the instructional period?
- Is it narrow enough that it **can be measured**?

Quality of Evidence

- Will the source(s) of evidence provide the data you need to determine if the objective has been met?

- **Is it aligned?** Evidence must be aligned to the standards addressed by the SLO.

- **Is it common?** Common, externally-validated evidence is preferred.

Refer to Appendix B in the Comprehensive Assessment System Criteria & Guidance for guiding questions for evaluating an assessment.

Rigor of Target

- Does the numerical target represent an appropriate amount of student learning for the interval of instruction?
- **Is it rigorous, yet attainable?** Target should represent an adequate amount of learning for the interval of instruction.
- **Is it based on data?** Though baseline data is not always available, targets should be informed by available historical data.

Key Messages about Student Learning Objectives

- ✓ A set of SLOs is based on **multiple measures**—no educator will ever be evaluated on the basis of one test or piece of data.
- ✓ Student Learning Objectives **empower teachers** to make decisions about how student learning is measured.
- ✓ SLOs require clarity about what the **essential learning** is.
- ✓ The SLO process encourages **collaboration** among teacher teams.
- ✓ SLOs focus attention on **data and outcomes**.
- ✓ SLOs are an opportunity to **document the impact** educators make.

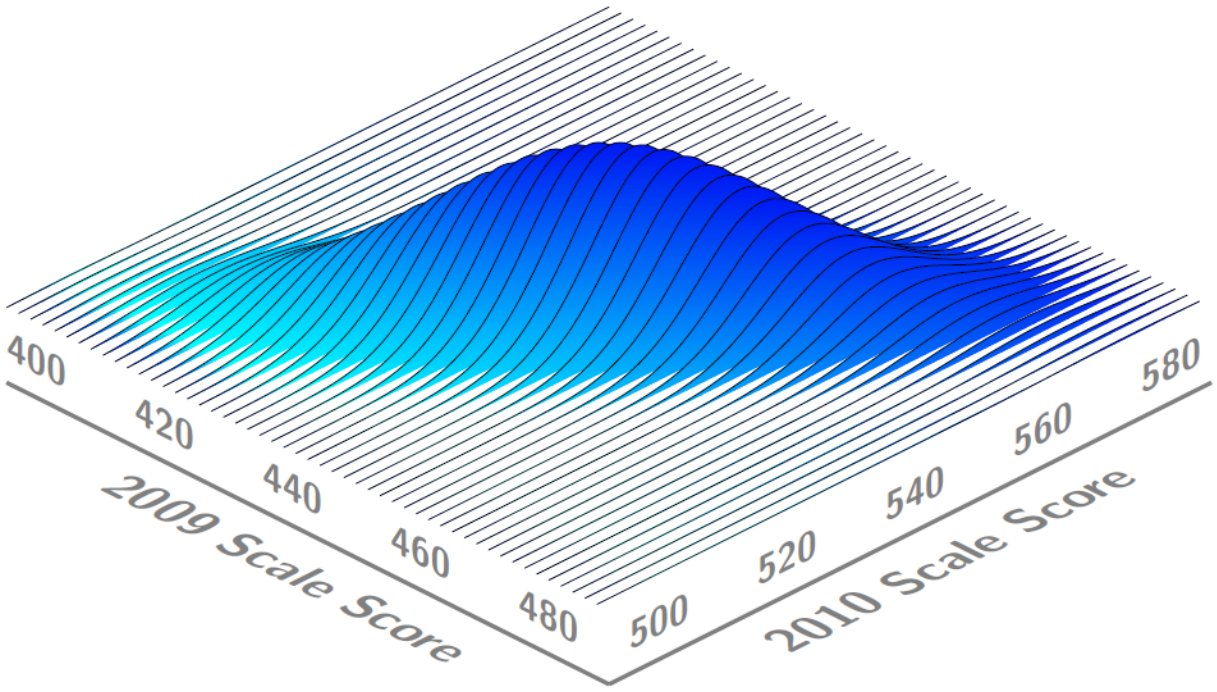
Median Student Growth Percentiles

- Progress matters too.
- The Growth Percentile enables us to look at **growth** in addition to **proficiency** to get a fuller picture of student achievement.
- It asks a new question: Are students and schools making progress?
- The Growth Percentile is applicable for any teacher contributing to math and literacy development of students in grades 3-7.

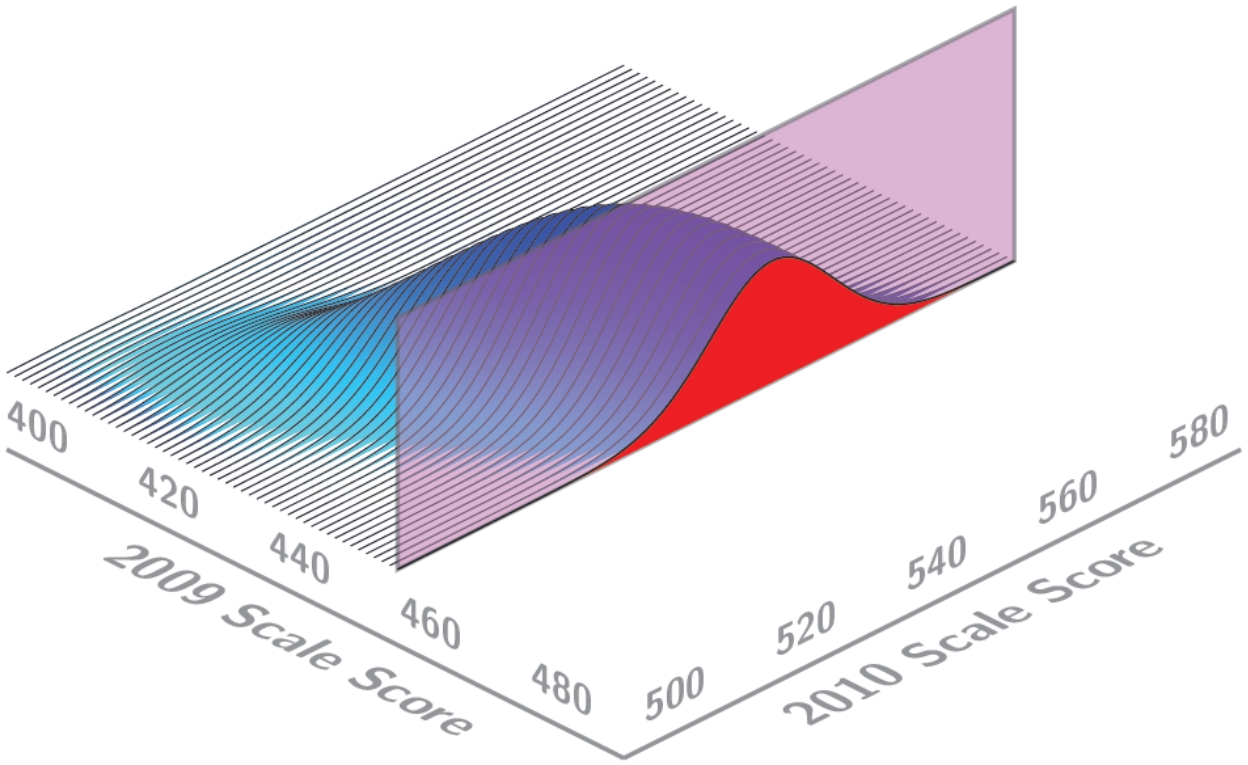
Percentile ≠ Percentage

- Suppose 100 students take a test with 10 questions.
- If a student got 8 correct, then the percentage that she got correct is 80.
- Suppose the other 99 students all got 70% (or fewer) of the items correct. Then the student who got 80% outperformed the other 99 students. She is in the 99th percentile.

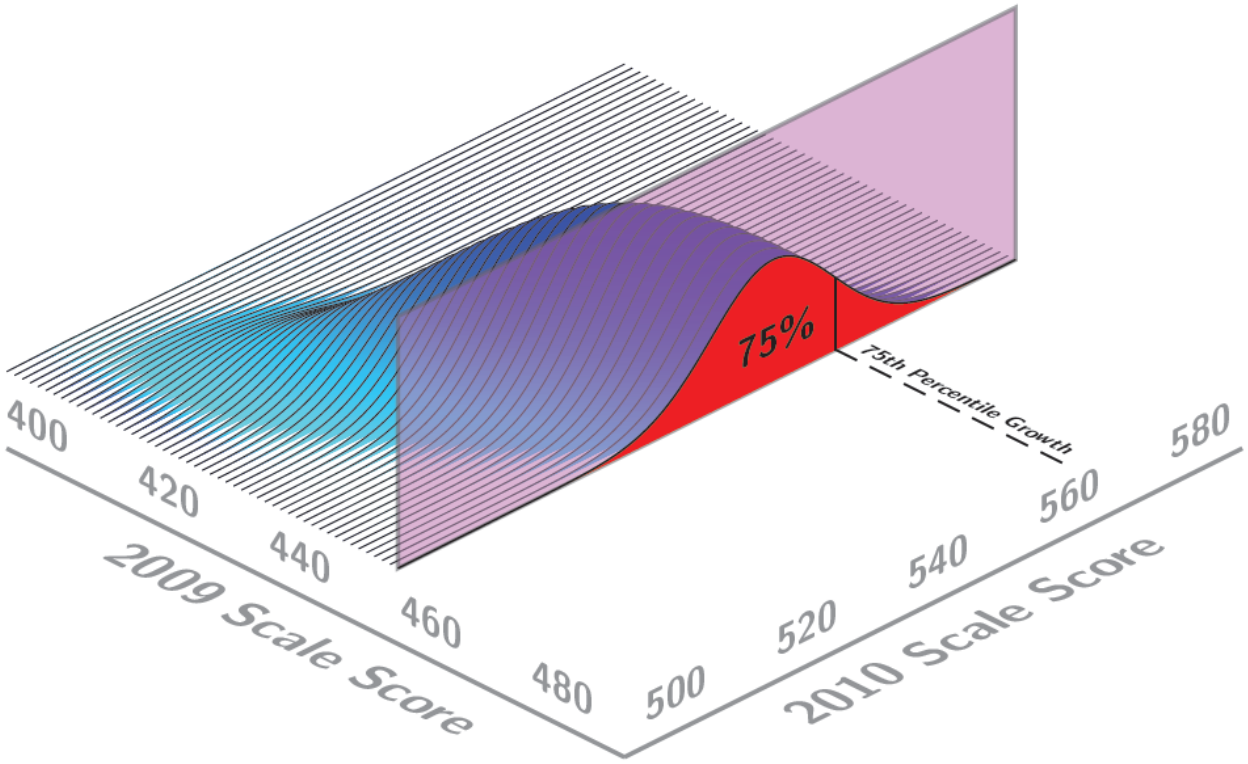
All students who took the 4th Gr. NECAP in 2009 and the 5th Gr. NECAP in 2010



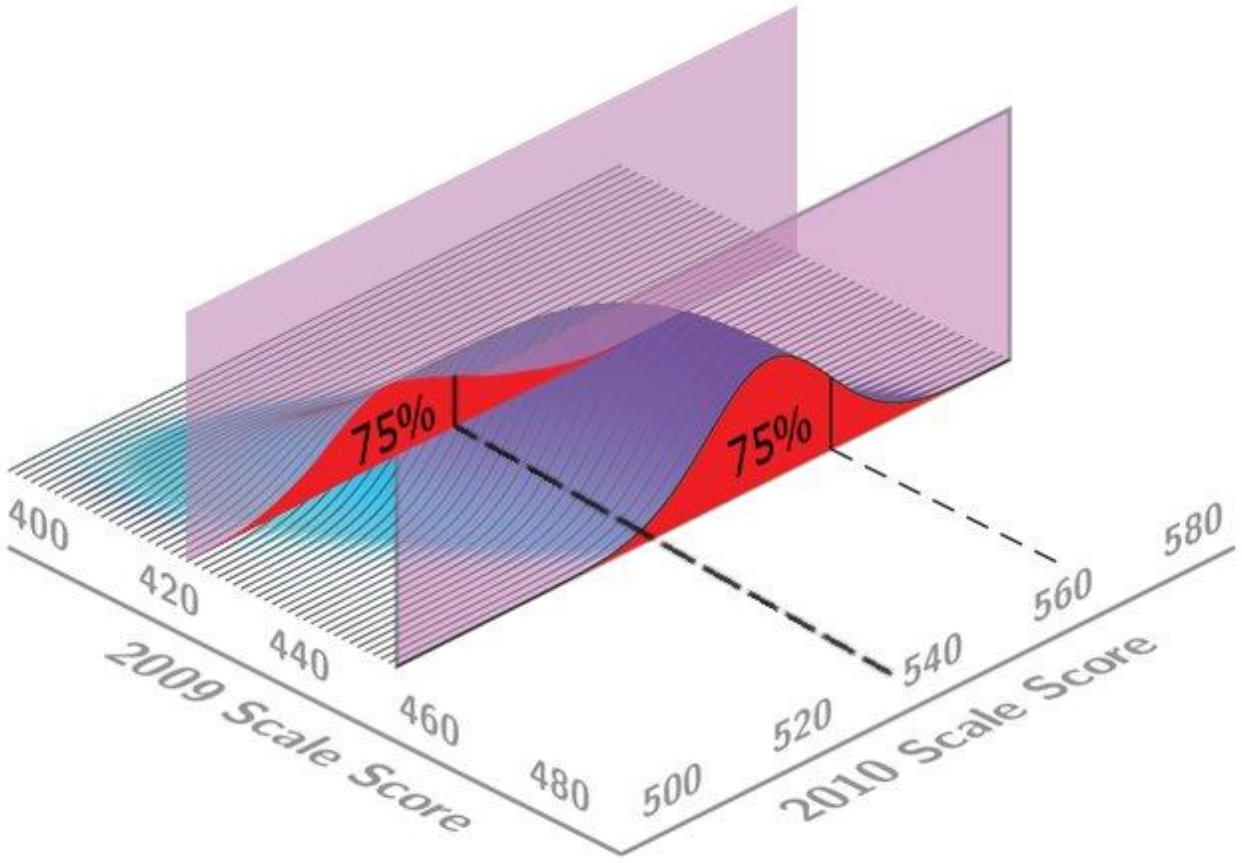
The 2010 data of all students who scored 455 in 2009



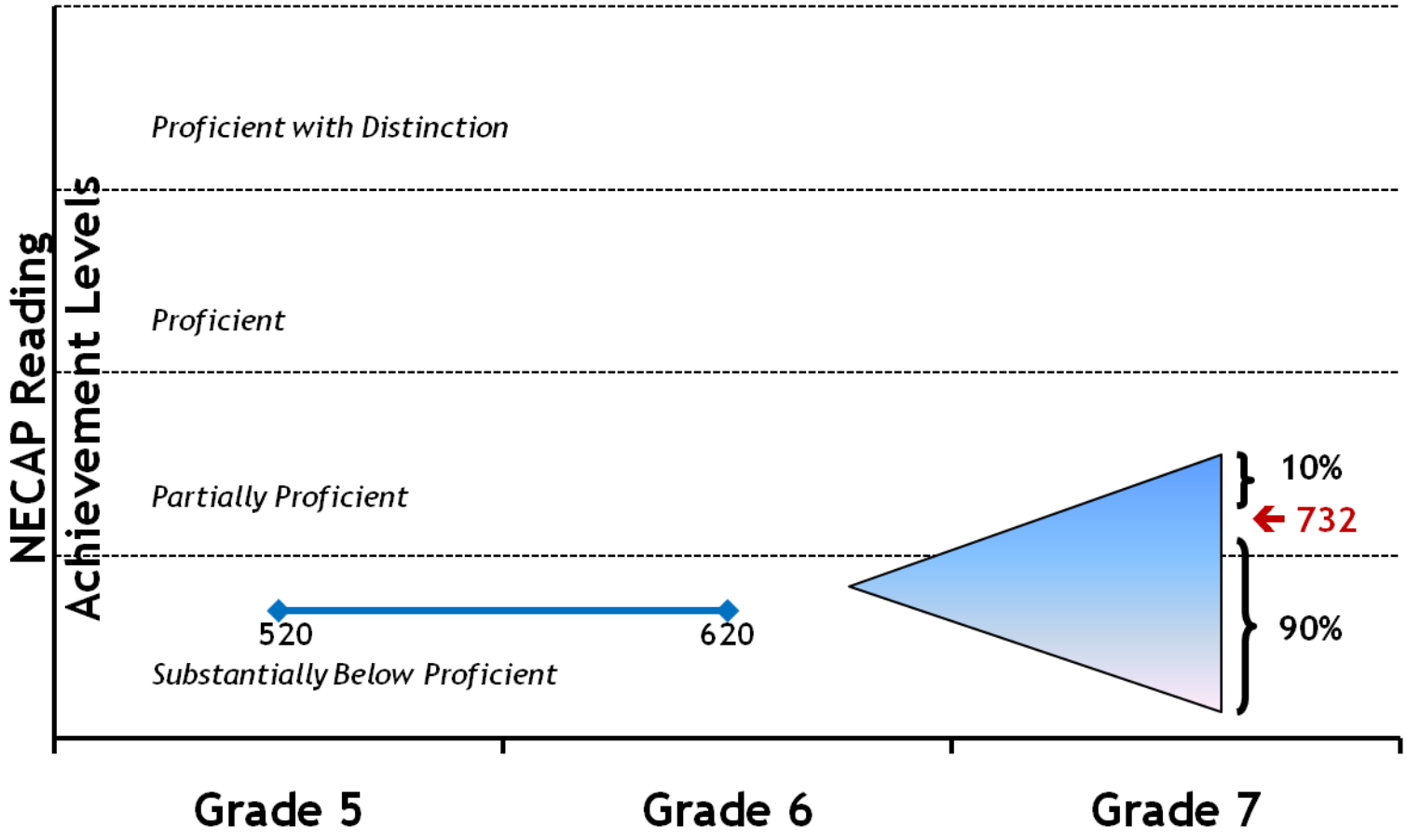
This student outperformed 75% of his academic peers



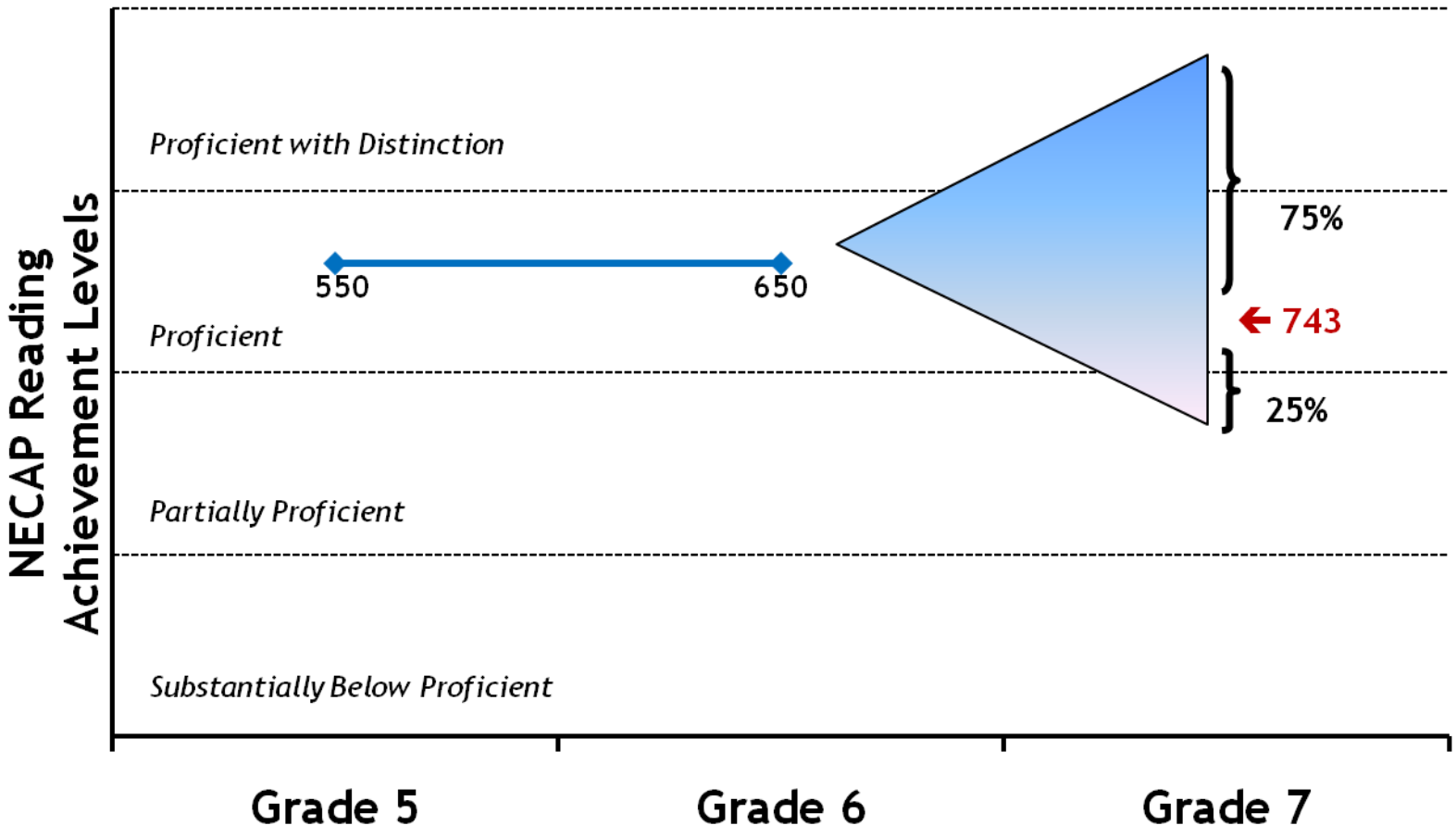
A student with different scores could also score at the 75th percentile



Student A's growth from Grade 6 to Grade 7 is in the 90th percentile of his academic peers (SGP=90)



Student B's growth from Grade 6 to Grade 7 is in the 25th percentile of his academic peers (SGP=25)



How will individual student growth scores be used to calculate Growth Ratings for schools?

Student's Name	SGP
Shoba	5
Andre	14
Damian	25
Charlie	40
Lisa	51
Brian	56
Ana	60
Kevin	62
Mary	70
Tamika	82
David	85
Mary Ann	90
Sue	96

Median SGP for the school

Imagine that the students listed on the left are all the students in a school. Note that they are sorted from lowest to highest SGP.

The point at which 50% of students have a higher SGP and 50% have a lower SGP is the median.

How is it calculated?

To aggregate the data, we find the median student growth percentile:

-a measure of central tendency

-the number at which half of the students in the group have a higher growth percentile and half lower

How is it calculated?

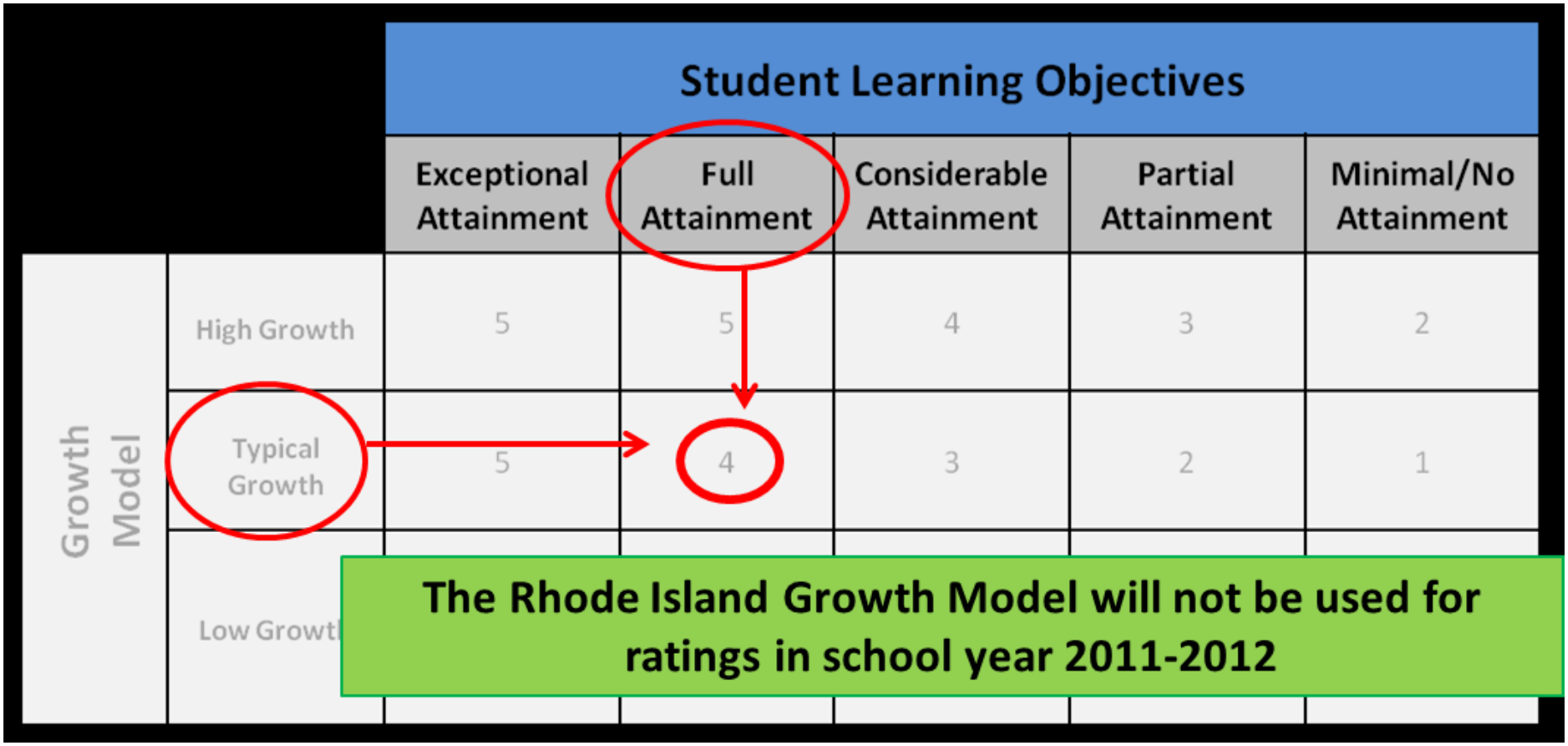
- Each student's growth is compared to the growth of his or her academic peers (students with a similar test score history)

- The growth is expressed as a percentile, from 1-99, with higher being better

Q How much did Alex improve his reading from 6th to 7th grade, relative to his academic peers?

A An SGP of 74 means that Alex made greater improvements in his reading than 74% of his peers.

Student Learning Matrix



Growth Model	Student Learning Objectives				
	Exceptional Attainment	Full Attainment	Considerable Attainment	Partial Attainment	Minimal/No Attainment
High Growth	5	5	4	3	2
Typical Growth	5	4	3	2	1
Low Growth					

The Rhode Island Growth Model will not be used for ratings in school year 2011-2012

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Thank you!

For more information and to download documents, visit:

http://www.ride.ri.gov/educatorquality/EducatorEvaluation

Questions? Comments? E-mail us at:

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